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# STRATEGY RESEARCH **PROJECT**

# AN ANALYSIS OF THE PSYCHOSOCIAL DEVELOPMENT OF THE FEMALE STRATEGIC LEADER

BY

LIEUTENANT COLONEL JULIE K. STANLEY **United States Air Force** 

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# An Analysis of the Psychosocial Development of the Female Strategic Leader

by

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#### **ABSTRACT**

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This paper examines three female strategic leaders who attained prime ministership: Golda Meir, Indira Gandhi and Margaret Thatcher. In an effort to ascertain commonalties in their development as strategic leaders, this study considers several psychosocial factors, beginning with birth order, impact of siblings, parental/familial relationships and value systems. Additionally, the study addresses childhood economic status, environmental stability, employment, culture, socialization, role models, political experiences and significant emotional events. After exploring the psychosocial factors and identifying commonalties, the researcher concludes with recommendations for an optimum environment for the development of the female strategic leader.

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### **PREFACE**

The intent of this research is not to analyze why women do not develop into strategic leaders, or to address the disparity in the numbers of women who obtain positions of power in government. Instead, this research assumes that there are women, who despite political, cultural or social obstacles, have progressed as strategic leaders, in part due to psychosocial development factors. Although a minority, these women managed to develop similar characteristics as their male contemporaries, which have enabled them to command reputations and positions of authority, as strategic leaders.

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### AN ANALYSIS OF THE PSYCHOSOCIAL DEVELOPMENT OF THE FEMALE STRATEGIC LEADER

In an effort to identify common characteristics possessed by the female strategic leader, this paper summarizes case studies of three female strategic leaders who obtained prime ministership: Golda Meir, Indira Gandhi, and Margaret Thatcher. Two assumptions are made in this analysis. The first assumption is that these three historical political figures were credible strategic leaders, who successfully commanded reputations and or positions of authority. Secondly, it is assumed that their psychosocial development during childhood and early adolescence contributed to their success and performance as strategists. When conducting this comparative study, the researcher analyzed several psychosocial external factors, which may have contributed to their development as strategists. Since there are innumerable psychosocial factors, which could potentially shape the development of strategic leaders, only those, which could be assessed through a review of autobiographies or biographies, are considered. In each case study, the analysis considers birth order, impact of other siblings, and parental and familial relationships. Also considered for analysis are the values, to include propensity to attach importance to self-sacrifice, work ethic, religious convictions, education, and autonomy or independent thinking. Additionally, the researcher studied childhood economic status, environmental stability, early life employment, culture, social relationships, role models or mentors, formative years' political experiences, and significant childhood events to ascertain whether there were commonalties between the three leaders. After each case study is summarized, a compare and contrast analysis of their commonalties and differences is presented. The overarching intent of this study is to generate hypotheses and insights regarding psychosocial patterns of these achieving women in an effort to ascertain what changes, if any, are likely to be needed to increase the number of female strategic leaders.

#### **GOLDA MEIR: PSYCHOSOCIAL DEVELOPMENT**

The first leader studied, Golda Meir (Hebraized form of Myerson), Prime Minister of Israel from 1969-1974, was born as Golda Mabovitch, in Kiev, Ukraine, on May 3,1898. Meir was the second of three daughters born to Moshe Yitzhak Mabovitch and his wife, Blume, nee Naiditch. While in Ukraine, her parents, who were of the impoverished Jewish working class, worked diligently to support their children. Unfortunately, her father, who was an expert carpenter, was not paid an adequate wage to support his family because he was frequently discriminated against due to his religious beliefs. In 1903, he immigrated to the United States, in an effort to obtain more lucrative employment and a secure environment for his wife and daughters. Although Golda's parents were born to a traditional culture, poverty necessitated that her father temporarily abandon his wife, Blume, and their three small daughters, sacrificing family unity to make a better future for them. Moshe's departure may at first seem indifferent in view of the volatile environment in Russia and significant threat against the Jews; however, it was Blume who encouraged her husband to immigrate to the United States-she was the driving force. For three years during his absence, Blume became the sole supporter of their children, existing by selling

baked goods to affluent customers.<sup>5</sup> As a woman, she role-modeled an unusual and non-traditional example for her daughters-she was extremely independent and determined to establish and maintain a secure standard of living for her family.

As mentioned earlier, the period prior to and following Moshe's immigration to the United States was not a stable period in Russian history. Golda's earliest and probably most traumatic memories were of an incident when she was just four years old. She recalled her father nailing pieces of wood over the windows of their home to protect the family from the Cossack's violent persecution of the Jews.<sup>6</sup> Although very young at the time, she vividly recounted painful reminiscences of being aroused in the night by screams from the police station. Those screams were from young Russians being thrashed for participating in forbidden meetings that advocated a revolution against the Czarist regime. <sup>7</sup> She also remembered being raised in abject poverty and living in a world surrounded by anti-Semitic rage. Additionally, she had frightening recollections of physical threat, economic insecurity, religious discrimination and emerging political activity—activities, which resulted in severe punishment and even death to the participants. 8 The violence from her Gentile neighbors and vivid recollections of Cossack patrols harassing the Jewish people greatly contributed to her sense of Jewish identity and later to her conscious commitment to a public, political life.9 An example of her early commitment to her ethnicity is reflected in a childhood incident when Golda responded to the ruthless massacre of forty-five Jews in Kishinev, Moldavia. As a result, thousand of Jews fasted, one of which was young Golda Mabovitch, who was willing at an early age to sacrifice for her people—characteristics which were later replicated throughout her entire life. 10 Later in life, Meir spoke of the suffering of Jewish children under the Cossacks' reign of terror. She stated, "If there is any logical explanation necessary for the direction which my life has taken, maybe this is the explanation-the desire and the determination to save Jewish children, four or five years old, from a similar scene and from a similar experience."11

Golda relocated with her mother and two sisters to the United States in 1906. Her father, who had obtained employment as a railroad carpenter, had rented a rather dilapidated one-room apartment, in Milwaukee, Wisconsin. Upon arrival in Milwaukee, her mother quickly assumed control of the situation and secured a two-room apartment with a shop below. Immediately she opened a small grocery store, although she spoke absolutely no English. Throughout Golda's childhood, her mother was the family's economic steward and played a significant leadership role in the family. It was apparent that both her parents loved their daughters dearly, however, their father, although well intentioned, was often distant and did not actively interface with his daughters. It was their mother who greatly influenced her daughters with her astute organizational skills and strong desire to obtain financial and physical security. Although neither parent was involved in politics, Golda's elder sister, Sheyna, greatly influenced her political activism. Sheyna initiated her political activities as a young teenager, while the Mabovitch family was still in Russia. While there, Golda frequently listened to her sister and her anti-Czar cohorts discuss the unjust treatment of the Jews and the mounting revolutionary movement against the Czarist rule. Golda

threatened to tell the police about the meetings if Sheyna did not permit her to participate in the discussions-precocious behavior for a child no more than eight years old. <sup>14</sup> This served as her introduction to politics and by the time Golda was in fourth grade, she was ready for her first political debut. Then at age ten, she became the keynote speaker and Chairman of the American Young Sisters' Society, which raised money for textbooks for impoverished students. <sup>15</sup> This same tenacious behavior was evident in 1947, when she raised over fifty million dollars for Israel. <sup>16</sup>

Golda was an impetuous child, possessing the same sort of determination role-modeled by her mother. She was very strong-minded and determined to attain an advanced education and financial independence. During her early childhood, she unwillingly worked in the family grocery store. 17 However, by the time she reached her adolescence, she worked as a messenger girl for a department store...her pay was one dollar for a twelve-hour shift. 18 An attractive and social adolescent, Golda was a leader among her contemporaries, enabling her to envision the prospects beyond the traditional and conventional destiny of most young women of her generation and circumstances. Although very popular among her peers, she had one very close friend, Regina Hamburger, who befriended her while in grade school. Later, as a teenager, Regina worked with her at the department store, and then joined Golda as a young adult on her crusade to Palestine. 19 By the time she was fourteen years old, Golda's parents had denied her the pursuit of a high school education even though she was successful academically. Despite the cultural and language implications, she had always been an excellent student, advancing to the top of her class within two years of immigration to the United States; later selected as the class Valedictorian in middle school. 20 Unfortunately, her parents feared that advanced education would make her unmarriageable. During that period, it was uncommon for the children of impoverished immigrants to attend high school or college. Her father told her, "It doesn't pay to be too clever...men don't like smart girls."21 Golda soon revolted, determined to finish high school and establish financial independence.

These educational restrictions, coupled with the prospects of an arranged marriage for Golda to a successful businessman in his early thirties, resulted in Golda's clandestine departure from Milwaukee. Golda saved her money acquired from her part-time job and eventually, without her parents' permission or advanced knowledge, relocated to Denver, Colorado, where she joined her older sister, Sheyna. Sheyna, who had suffered from tuberculosis, had relocated from Milwaukee to Denver to obtain treatment at the Jewish Hospital for Consumptives. After her recovery, Sheyna married Shamir (Sam) Korngold, who originated from Kiev and had followed Sheyna to Denver. When Golda arrived in Denver, she worked in Sam's dry-cleaning shop, while she continued her high school education. Additionally, although just fifteen years old, she became actively involved in political debates, meetings and lectures. However, life was not conflict-free for Golda, for within a short time, she began to resent Sheyna's attempts to provide structure and rules. Consequently, she moved out on her own, ceased high school and obtained fulltime employment. She eventually re-conciliated with her parents and returned to Milwaukee in 1914, at age sixteen. While in Milwaukee, she successfully completed high school, where

she excelled as the class vice president. She graduated in the top of her class, an especially impressive accomplishment considering she was from a family struggling to integrate into a new and unfamiliar culture, without any significant financial means or familial support systems, and a language barrier.<sup>27</sup>

By the time Golda was seventeen years old, she had joined the Poale Zion, a small but prominent party of Labor Zionists. Soon after, she became the speaker for the People's Relief and American Jewish Congress, which were organized to safeguard the civil and ethnic rights of European Jewish communities that survived the war. A brilliant bilingual speaker, she made fiery speeches in Yiddish and English on street corners and in community halls. Her father was horrified when he learned of her public presentations, however, after listening to her address he gave his total approval. Although she was profoundly different from a characteristic feminine model, she had earned her father's admiration and support. In 1916, she enrolled in studies at the Teachers' Training College in Milwaukee, but withdrew within the year, because she wanted to dedicate more time to her activities in the Poale Zion.

In 1917, at the early age of nineteen, she married Morris Meyerson, an introverted, serious young man employed as a sign painter, who she had met when she resided in Denver with her sister. She set the condition for their marriage that he would go to Palestine with her, he agreed, a strong indication of their future marital relationship, which revolved around Golda's goals and aspirations. Her political activities with the Poale Zion continued to escalate and she began traveling throughout the United States and Canada conducting speeches on the party's behalf. During this brief period, she scrimped and saved money for a journey to Palestine, which was actualized in 1921 when she was twenty-three years old. She in the party's behalf.

# INDIRA GANDHI: PSYCHOSOCIAL DEVLOPMENT

The second case study involves the first female Prime Minister of India, Indira Gandhi. She was born on November 19,1917 in Allahabad, India, as Indira Nehru, the only child of Kamala and Jawaharlal Nehru, who was the first Prime Minister of India. Her early childhood was spent on an opulent estate owned by her grandfather, Motilal Nehru, a very affluent and successful lawyer. Soon, however, life became very austere and extremely unsettled. When Indira was just three years old, her family sacrificed their lavish, anglicized Western lifestyle in support of the cry for the liberation of India from Great Britain.

Both Indira's grandfather and father were members of the Indian National Congress, Mahatma Gandhi's non-cooperation movement. The Congress, although initially founded under the British auspices as a talking union, was the primary political force, which opposed British rule.<sup>39</sup> In her memoirs, she described that one of her first recollections was of her family burning foreign cloth and imported articles in the courtyard of her grandfather's house. During that occasion, Indira threw her doll into the burning rubble after a relative commented on why would she burn her clothes, yet keep her doll.<sup>40</sup> It is obvious that she was vehemently committed to the liberation effort, even at the tender age of three years old. Indira also recollected witnessing her father and grandfather being sentenced to six months in prison

as she sat on her grandfather's knee during the trial at an impressionable age of four years old.<sup>41</sup> This was the first of many imprisonments for her father, as he was incarcerated for over nine years during six confinements by the time she was an adolescent.<sup>42</sup>

Soon after her father's and grandfather's initial incarcerations, the British began raiding Indira's childhood home, confiscating furnishings and possessions as a penalty for the family's trial convictions-another significantly emotional event for a small child. Unfortunately, the innumerable arrests, police raids, and influx of political activists, who were many times harbored in her home, created a stressful environment for a small child. In fact, when Indira was twelve years old, their home was converted into a hospital to treat victims of British aggression. Doctors would visit in the middle of the night to render treatment-the Nehru women, including Indira, would act as nurses. Years later she told an interviewer that she did not know day-to-day where anyone in her family would be...and whether they would be alive. There was never any predictability in her life. 45

Kamala, Indira's mother, was shy and deeply religious and, most significantly, was of a lower caste than her father's family-an important issue in the Indian culture. 46 The more sophisticated Nehru women were intolerant of her lower class, many times subjugating her to condescending ridicule.<sup>47</sup> Indira witnessed countless incidents in which her mother was hurt, embarrassed and humiliated by her grandmother and aunts. These experiences resulted in her intense determination never to be hurt. 48 By the time she was an adolescent, she was defending her mother against her father's family. 49 Of course her father's attitude towards her mother may have contributed to the mistreatment of his wife-he was quoted as saying he had a "tremendous liking" of his wife which perhaps did not project a particularly strong reverence for Kamala. 50 Another interesting factor was that he was not especially protective of her. On one occasion, he and an associate were about to depart for a political rally and his wife fell unconscious. He simply moved her to a sofa, summoned a maid to attend to her, and then departed for his political event. <sup>51</sup> This attitude must have influenced Indira's perspective about marital relations and priorities. In contrast to her father's distance, Indira was always close to her mother, who greatly influenced her values, by teaching her to be tolerant of the more traditional or conservative religious values and sympathetic to diverse religions.<sup>52</sup> Indira learned Hindu practices from her mother whom encouraged Indira to observe religious practice each day.<sup>53</sup>

Throughout Indira's childhood, her mother was very affectionate and attentive.<sup>54</sup> Her mother was a great influence during Indira's early childhood development and ultimate progression as a political strategic leader.<sup>55</sup> Kamala, much like her husband, was trained in law, and became actively involved in the effort to liberate India from British rule.<sup>56</sup> When Indira was just eleven years old, her mother started making salt in public. The relevance of salt making to political activism was that the British had forbidden the Indians from making their own salt—they were required to purchase salt from the mother country, Great Britain.<sup>57</sup> Indira, seeing her mother risk imprisonment, took command of the Monkey Brigade,

which was an organized group of children supporting the liberation movement. Indira made speeches and posters, and addressed envelopes in support of the nationalist movement. She even recruited other young children to do 'monkey work'...running and forewarning liberators, actively engaged in the national effort, that they were to be arrested, so they could disappear into the Congress Party's underground system.<sup>58</sup> In 1931, when Indira was thirteen years old, her mother was arrested for the first time. Indira answered the telephone call forewarning her mother that she would be arrested the next day. That evening, Indira packed her mother's personal belongings, while her mother assembled with other party members and finished critical political actions. The following day Kamala was incarcerated.<sup>59</sup>

Throughout Kamala's short life, she fought for India's independence, while also fighting for women's rights and against social prejudices—she raised Indira free of traditional constrictions. In fact at an early age, Indira frequently acted boy-like, while running without restraint, climbing trees and even dressing in boy's clothing, never feeling inferior or resentful of males—she was often mistook as the Nehrus' son. Her mother even wore male clothes, an act, which was incompatible with the Indian culture and was rather unconventional for the conservative era. Kamala was never a common, traditional homemaker or mother. Instead she provided Indira an excellent role model for female independence and activism. Indira recollected in her memoirs that her mother provided her sound advice in two different areas: acquire an education and always stick to her principles.

In the area of education, Indira, although highly educated compared to India's standards of the time, especially for a woman, did not finish college. Her early education was sporadic, irregular and even nomadic. <sup>66</sup> By the time she was seventeen years old, she had attended nine schools in India and Switzerland. This was in addition to receiving several years of private tutoring vice organized classroom instruction with other children, which created an environment of isolation from children her own age. <sup>67</sup> This was due to several factors. First, her parents were frequently imprisoned and she was sent away to school in an effort to provide stability in her life. Secondly, in an effort to support the liberation effort, her father removed her from schools that were established by British influence. Lastly, when Indira's mother became very ill with tuberculosis and was relocated to a sanatorium in Switzerland for treatment, Indira was enrolled in a boarding school in Switzerland from ages eight to ten years old so she could be close to her mother. <sup>68</sup> Indira related the story by saying, "I learned very soon to stand on my feet alone. I was eight years old when I first went to Europe. I moved all alone between France and Switzerland because my parents were in different places and I had to join them."

The constant disruption in Indira's education was destabilizing and subsequently had an impact on her socialization. As a young girl she was very shy and had a difficult time making childhood friendships. Consequently, she grew to be a very serious and mature child...very different from children of her own age. Indira would frequently amuse herself by playing solitary political games by arranging her dolls to challenge each other as Nationalists and law enforcement, while she lectured the servants. It

is no surprise that Joan of Arc was her favorite role-play as a young child.<sup>72</sup> Unfortunately, at the time Indira approached college age, her mother died from tuberculosis. Consequently, Indira was emotionally devastated.<sup>73</sup> This devastation, coupled with an infliction of pleurisy, may have contributed to her failure to master Latin, resulting in her eventual dismissal from Oxford where she studied History.<sup>74</sup>

Indira's relationship with her father was very different from the close relationship she shared with her mother. First, he was not nearly as demonstrative as her mother was. Secondly, his frequent absences due to imprisonment created tremendous voids in their relationship during Indira's childhood and adolescence. It was as if her father had practically forgotten his wife and daughter in the name of politics and India's liberation. He treated Indira as an individual aspiring for greater levels of maturity...worthy of his respect. She was mature enough to realize early in life that she could never rely on him, because of his travels, frequent and prolonged detentions in prison, and significant leadership obligations. Consequently, he urged her to be strong and self-reliant in an effort to overcome the anxiety created by her precarious home life. He educated her about democracy, while promoting independent thought, encouraging her through guidance, accomplishment and example. Her father constantly entrusted her with responsibility, giving her full range to make decisions. He felt that "decisions must not be imposed on the modern girl." Life's problems and unhappiness shaped her strong character, which consisted of a detached personality, like her father's, which denied other people influence.

Indira once remarked that the attitude that influenced her most was the feeling of equality her parents taught her as a child. Since she was totally self-reliant and objective, she became master of her future. Time and time again her parents rewarded her competence with affection and respect. Since both parents were often away for political reasons, Indira was often left without any familial supervision—as such, this independence and self-reliance flourished and she grew to never share her fears with others. Indira proclaimed that her parents pummeled courageousness into her. She also learned early that dependency on others can be disappointing and she grew to shun relationships that restricted her freedom. It is interesting that her father encouraged her to make her own choices; however, when she selected a young man to marry who was outside her caste, Feroze Gandhi, her father initially disapproved, until Mahatma Gandhi gave his blessings.

Although her father was not demonstrative, he attempted to fill the void created by his frequent absences with long letters, which were later published. He attempted to educate Indira on his perspective of world history, politics and philosophy—a sort of educational sightseeing. In one of these letters, he instructed her to always check out the facts and to formulate her own conclusions. Further, he frequently discussed great male and female Indians—equality was his mindset. In this effort, he sought to sharpen her consciousness of social injustices for all people. Although Indira paid little attention to his letters as a youth, she realized the significance of this act as a mature adult. This same

sort of instruction was also conducted within the home during the periodic reprieves when her father was freed from prison. During that time, their home was overflowing with political and philosophical discussions—it was a popular meeting place for political activists. Although Indira believed that her father influenced her most, she credited Mahatma Gandhi for mentoring her father. However, as a child, she never regarded Mahatma Gandhi as a great leader. Instead, she considered him as a family elder to consult when she was troubled with life's difficulties.

Indira's grandfather, Motilal, was also a great influence in her life. His successful and lucrative law practice enabled him to support the extended Nehru family on his lavish estate. However, once he became actively involved as a leader in politics and the liberation movement, he abandoned his law practice. His active and Indira's mother, Kamala, was not on the best of terms with the Nehru women, Motilal was very fond of his daughter-in-law. In fact, Indira was named after Motilal's mother. During Indira's early childhood, her grandfather also relinquished his Western possessions in the name of the liberation movement; quite an act considering he was very attached to the comforts of the Western lifestyle. Hurther, while Indira was a young child, he transformed their primary residence into the National Congress' headquarters. However, despite his liberation activities, he was very attentive and protective of his first grandchild, Indira, and he demonstrated genuine concern for her education and lack of homelife stability. Consequently, her grandfather's death was a deep emotional blow to Indira, who relied heavily on him for support.

## MARGARET THATCHER—PSYCHOSOCIAL DEVELOPMENT

On October 13, 1925, Margaret Thatcher, first woman Prime Minister of the United Kingdom, was born Margaret Hilda Roberts in Grantham, Great Britain. As the daughter of a middle class grocer, Alfred Roberts, and a dressmaker, Beatrice, she lived above the family grocery store. This was a very simple home, which did not possess an indoor lavatory—the Roberts family even had to heat their water. Margaret and her sister, Muriel, who was almost five years her senior, regularly assisted their parents with the business, by selling candy and cookies, and weighing and measuring bulk goods. Their family life revolved around the grocery store, which was open ten to twelve hours a day, six days a week. Interestingly, the elder Roberts vacationed separately, in an effort to ensure the grocery store always remained opened. This sent a clear message to their daughters on the importance of business and hard work—at the expense of their unity.

It is perhaps best to first describe Margaret's mother, Beatrice, since there is limited information published about her, before addressing other family members or other more significant external factors affecting her psychosocial development. In short, Beatrice was a quiet, unassuming, woman of vigorous moral convictions who remained in the background. She baked breads and cakes twice each week, always more than the family needed, then she would have Muriel and Margaret take the excess to neighbors who were poor and ailing. During a 1975 interview with Margaret, she described her

relationship with her mother by saying, "I loved my mother dearly, but after I was fifteen we had nothing more to say to each other. It wasn't her fault. She was weighed down by the home, always being in the home."

During Margaret's childhood, her home-life predominantly consisted of family-centered activities, work and political discussions with her father—her social life was primarily restricted to Methodist church-sponsored functions. During a 1980 speech at the Grantham High School, Margaret discussed her childhood and the importance of the Methodist church during her formative years. She stated, "I was brought up very, very seriously. I was a very serious child and we were not allowed to go out to much entertainment. Going out to a film was a very great treat." She added, "I went to church four times on a Sunday and I owe a great deal to the church for everything in which I believe. I am very glad that I was brought up strictly." As the Finkin Street Methodist Church's lay minister, her father, Alfred ensured that the family participated in church services several times during the week, in addition to the numerous Sunday services. She reflected, "There was not a lot of fun and sparkle in my life." Although church was a very important aspect of Margaret's upbringing, the impact of religion on her as a strategic leader appears negligible. Organized religion provided a focal point for social activities, while instilling values and morals. However, it does not appear that she matured into a particularly religious adult, nor were her adult decisions motivated by extreme religious convictions.

Margaret's parents abstained from alcohol and were uncompromising moralists, who routinely contributed to charities, recited mealtime prayers, and emphasized frugality, citizenship, and self-improvement. A concrete example of their generosity to those who were less fortunate was exemplified when the Roberts allowed customers liberal credit at their grocery during a period of high unemployment during the 1930s. The jobless who lined up outside the Labour Exchange stirred Margaret-people she knew her parents had extended substantial credit to enable them to feed their families. This experience provided Margaret an understanding of the value of charity and provided her a glimpse of the issues surrounding the impact of an unstable economy and the resulting employment. She reflected, "We had some personal friends who were unemployed and I remember the joy we all felt when one of them found a job. We talked about the need for a wider range of industry..."

Her father had the most significant impact on Margaret's decision to pursue a lengthy career in politics. As a school governor, town mayor, alderman and justice of peace, he served his community in public service for many decades—providing Margaret a tremendous role model for her future. He thrived on conversations about public affairs. It was his true calling and his grocery store was the meeting place for the town's Chamber of Trade businessmen who came to deliberate current issues. Although he was not formally educated, leaving school at age twelve to apprentice as a grocer, he was self-taught. He taught young Margaret the benefit of initiative, perseverance and the discipline of self-study. Every weekend, Margaret visited the public library to research history and biographies for her father to enable him to speak proficiently about public affairs; this taught Margaret thoroughness, hard

work and honed her comprehension of those subjects many young children and adults would find beyond their comprehension. 117 As the newly elected Prime Minister, Margaret spoke of her father:

"He brought me up to believe all the things I do believe and they are the values on which I have fought the election. It is passionately interesting to me that the things I learned in a small town, in a very modest home, are just the things that I believe have won the election. I owe almost everything to my father."  $^{118}$ 

In 1935, at the age of ten, Margaret was a "precocious political activist," who became a volunteer during the General Election. 119 Her mission was to relay the lists of those who had cast their votes from the interviewers positioned outside the polling booths to the Party committee room so those who had not voted could be contacted and encouraged to vote. 120 She was also very involved in her father's political career. She would frequently watch her father's court sessions and often attended his meetings with nationally recognized politicians. Additionally, during council meetings, she was entrusted to deliver notes from her father to other council members. She shadowed her father, just as she shadowed the senior members of British Parliament, after she was elected as the youngest woman in the House of Commons. 121 If her father could not go to an important political meeting, she would attend and provide him a report of the meeting's proceedings. 122 It was as if Margaret had been in training for a political and leadership position from early childhood. It is also noted that the intensive political schooling Margaret received from her father was inconsistent with the culture of the United Kingdom in 1925, where politics were a man's world and the social expectations of a woman were centered almost exclusively on the home and family. However, even though it appears that politics was the center of their lives, it was not. Although politics were a very important part of the lives of Alfred Roberts and his daughter, Margaret reflected that he would not have considered it "the most important or even the most effective thing in life."123 Alfred Roberts always kept politics in perspective, as reflected in the following passage from one of his sermons.

"Men, nations, races or any particular generation cannot be saved by ordinances, power, legislation. We worry about all of this, and our faith becomes weak and faltering. But all these things are as old as the human race!—all these things confronted Jesus 2,000 years ago. This is why Jesus had to come."

Muriel, Margaret's older sister, described their father by saying, "He was a severe man, but we were not frightened of him, and he was tremendously ambitious for us. To know Margaret you have to know him." Margaret thought the world of her father, and for him, she was not just a daughter, but his student, protegee and prospective alter ego, the descendant who would attain the greater, expansive life which circumstances of his childhood had denied him. Their relationship grew even closer, when Margaret was thirteen years old and Muriel left home to become a physiotherapist. Margaret described her father's values in the following personal account.

"His simple convictions that some things are right, and some are wrong. His belief that life is ultimately about character. You must learn to stand on your own feet. There was great emphasis on learning to stand on your own feet. There are many things, which

ought never to be done for money-marriage for instance. Money was only a means to an end. Ends never justified means."  $^{128}$ 

Although she was only fourteen years old at the onset of World War II, the war left her with a profound sense of patriotism, and appreciation for courage and self-sacrifice. Since Grantham had considerable weapons industry, it became a primary target for Nazi bombers once saturation bombing began. During the air raids, the Roberts' family often crowded together under the dining room table. 130 It was then that Winston Churchill became Margaret's hero because of his wartime leadership, tremendous courage to stand up for his beliefs and vision for democracies—character traits she attempted to emulate throughout her lifetime. She was fascinated with his faith in the future and his focus on the problems of reconstruction. 131 As an adult, she had vivid recollections of the invasion of Austria in March of 1938, when she and her family listened to all the news broadcasts regarding the invasion on the radio. The Roberts' family gave refuge to a young Jewish girl named Edith who had escaped from Vienna. She had been Muriel's pen pal and her parents appealed to the Roberts for her protection. Edith described the atrocious events surrounding the Nazi rule and detailed the horrendous persecution of the Jews. Her overwhelming accounts of the horrifying travesties against the Jews made a lasting influence on the teenaged Margaret, thus imprinting an understanding of the criticality of democracy in a world threatened by an atrocious dictatorship and violent anti-Semitism. 132 The brutality of the war gave Margaret an enduring compassion for Jews and a lifelong determination to shield them. 133

Margaret's childhood does not reflect a story of lighthearted amusement, with abundant friends. Her parents were busy with the grocery store, church commitments, and political activities. There were five years separating Muriel and Margaret and they were never close. 134 Few friends frequented the Roberts' household, yet years later, Margaret does not recollect being a lonely child. She considered her family affectionate and stable, with extensive activity in the home. With the grocery store below the Roberts' home, there were always many visitors. Margaret recalled that numerous customers, commercial travelers, and visitors desiring her father's counsel always frequented their household. She stated, "It may not have suited all girls, but it suited me." 135 There were few close friends at school, nor did Margaret socialize much. In fact, her father discouraged Margaret from socializing outside of churchconnected activities. 136 Her home, not school, was the center of her personal universe. At school she was well regarded, however, not well liked, and her peers considered her self-important because of her drive and aspirations. A schoolmate reported that Margaret was "always well groomed and well behaved. She always seemed grown up." 137 She further added that mothers would query their daughters why they were not more like Margaret Roberts. 138 Considering that Margaret was her father's protegee, in constant training, it appears that she may have matured more rapidly than her contemporaries may. It is not surprising that she did not relate well to children her own age.

Margaret was extremely determined to go to Oxford University; however, she was not brilliant academically, nor did she possess the pre-requisite Latin to gain entrance into the very competitive and

prestigious academic institution. Her school headmistress, Miss Dorothy Giles, discouraged her from applying for Oxford, recommending that she consider other more accessible institutions. However, Margaret was perseverant, so she began private Latin lessons. Within a year, she passed her Latin exam, compressing a four-year course into one year. <sup>139</sup> In October 1943, she began her studies in Chemistry at Somerville College, Oxford, immediately joining the university's Conservative Association; thereby, continuing her political activities. She soon became a principal affiliate of the organization and she was elected its first female president during her junior year at the University. <sup>140</sup>

What is very remarkable about Margaret's University days is that she went through a sort of social metamorphosis. Initially, feeling like an outcast at Oxford, Margaret attempted to enhance her status by pompously talking about her father, the mayor. Before long she began to expand her social performance by enrolling in ballroom dancing lessons and hosting or attending innumerable parties. No longer was her family and church the center of her life. However, she also continued the service-minded activities she cultivated in her youth under her parents' tutelage. Although the Nazis never bombed Oxford during the war, Margaret served on the fire watch brigade and dispensed coffee and cookies to service members one night a week at a canteen. Despite her efforts to blossom socially, she was still viewed by her contemporaries as aloof and withdrawn.

## A COMPARATIVE ANALYSIS OF GOLDA MEIR, INDIRA GANDHI, AND MARGARET THATCHER

To generate hypotheses regarding the psychosocial patterns of these achieving women, it is necessary to compare these women leaders to ascertain similarities and differences in the areas studied. As stated, there are two assumptions, the first being that all three women were strategic leaders. The second assumption is that psychosocial factors may have affected their development as strategic leaders. Those factors that will be addressed in the comparative analysis include birth order, impact of siblings, parental and familial relationships, and value systems to include propensity to value self-sacrifice, work ethic, religious convictions, education, and autonomy or independent thinking. The researcher will also compare and contrast the selected leaders' childhood economic status, environmental stability, early life employment, culture, social relationships, role models and mentors, formative years' political experiences, and significant childhood events, in an effort to ascertain commonalties. Table 1 provides a summary of the psychosocial factors examined by the researcher.

#### STRATEGIC LEADER BIRTH ORDER

The first psychosocial factor to be considered was birth order and its potential impact on the development of character traits associated with strategic leadership. This factor was selected for analysis because birth order has been studied by many social scientists that theorize that there is relationship between birth order and personality traits. Simply stated, first-born children are more likely to be center focus of their parents, because there are no other children to compete for that attention. Additionally, first

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Significant Events	Cossack persecution ; lack of financial and physical security	Liberation movement; family imprisoned; constant change in schools; conflict within	WWII; family houses refugee; Britain's economic instability
Formative Years Political Experience	>	>	>-
Role Models and Mentors	Mother and sister	Mother, father, grdfather	Father
Social Relations	Refined social skills; personable interacted with other children; youthful leader	Shy and aloof; removed from typical childhood relations; adult world	Social activity restricted to church and family; removed from other children
Culture	Jewish; traditional; early 1900s; mother assumed non- traditional	Hindu; Indian; conservative external; liberal norms within home	Conservative British Methodist; post-WWII promoted women in home not
Childhood Employment	Family store; other employment as a teen	None; political activity consumed family	Family store
Environmental Stability	No physical or financial security until immigration to US (age: 8)	No physical security; constant disruptions in homelife and education; conflict within home	Stable environment except for WWII bombings
Economic Status	Lower class; poverty level	Upper caste; affluent	Lower middle class; stable income
Values: personal sacrifice, education, religion, work ethic, and autonomy	Value orientated family	Value orientated family	Value orientated family
Parental/ Familial Relations	Mother role model; sister introduced political activism	Emotional reliance on mother; father was mentor	Detached from mother; close to father
Impact of Siblings	Older (10yrs) sister impacted political activism	Only child; directly interact w/parents	Older (5yrs) sister; departure increased bond w/father
Birth Order	7	_	2
Name	Golda Meir	Indira Ghandi	Margaret Thatcher

TABLE 1 FEMALE STRATEGIC LEADERS

children are frequently the means through which parents may strive to actualize their aspirations. As such, it is presumed that exceptional achievers are more apt to be first born. However, in this study, Indira Gandhi was the only first (and only) child. Golda Meir was a second child, as was Margaret Thatcher.

Further considered in this study was the age difference between first and second children and if there were circumstances leading to an apparent birth order displacement. In this consideration, the researcher analyzed whether there was another sibling who was significantly older, or departed home prematurely, or whether there were physical or mental impairments that may have displaced the oldest child, thereby resulting in second or subsequent children being treated as first-born.

The analysis revealed that there were ten years between Golda and her older sister, Sheyna, who left their Milwaukee home when Golda was in her early teen years. A stated previously, Sheyna's departure from the family unit was the result of her parent's disapproval of her political activism, coupled with required medical treatment. Prior to her departure, she had quarreled continuously with her parents about her extremism; therefore, there was much animosity. This may have affected the relationship among Golda and her parents. Further, the strong controversy may have incited greater political activism within Golda, and even may have contributed to her decision to leave home when she was just fourteen years old. However, Sheyna's departure, and ten year age difference does not appear to have altered the dynamics within the Mabovitch household. Due to their culture and economic status, both parents were very preoccupied with meeting basic hierarchy needs, with precious time, energy, or resources for Golda.

In the case of Margaret Thatcher, her sister Muriel was five years older and left home when Margaret was thirteen years old. Margaret was always her father's favorite and her sister's departure only strengthened the bond between Margaret and her father, who was her mentor. In this case, there was never any competition, since Margaret was already the favorite. Muriel's departure did not increase Margaret's status; however, it may have increased the available financial resources for Margaret's education. In the case of Indira Gandhi, she was an only child and her parents always directly related with her. Similar to Margaret, she was her parents' protegee and was more mature than her peers, primarily due to lifestyle, and the adult-like relationship that she maintained with her parents. Parental and familial relationships will be discussed in more detail later in this analysis. It appears that birth order did not have any significant impact on the development of these strategic leaders—there is little commonality except that Meir and Thatcher were both second born children with significantly older sisters.

#### IMPACT OF OTHER SIBLINGS

Although siblings were addressed as they relate to birth order in the above passage, the presence of other siblings and the potential influence on the advancement of the strategic leader was also considered. As mentioned, Indira Gandhi was the first and only child. As such, she received direct guidance from her parents, with no competition with other siblings. Since Indira's parents were very

involved in the National Congress's efforts to liberate India from British rule, there was little time or energy for child rearing. Yet, both parents made a concerted effort to bring Indira into their political world, ultimately leading to her career in politics.

Both Golda Meir and Margaret Thatcher had older sisters, who left the home during Golda and Margaret's adolescence; hence, they stepped into the role of the oldest child. Golda admired her sister Sheyna's political activism. Sheyna stimulated her desire to pursue involvement in political activities at a young age. This is particularly relevant since neither of Golda's parents were political activists. Although Sheyna influenced Golda's political development and provided her a safe haven when their parents were unwilling to permit Golda to continue school, there was discord when Sheyna attempted to fill the parental role. In the case of Margaret, she had very little in common with her sister, Muriel. Muriel's departure from the family home only strengthened Margaret's relationship with her father, who was the sole source of her influence. Probably the most obvious similarity among the three leaders studied was that there were no male siblings. This is relevant in that if a male sibling had existed in these three case studies, there may have been a stronger likelihood that 'he' would have received more focus, mentoring and resources, based on the culture and societal times.

#### PARENTAL AND FAMILIAL RELATIONSHIPS

In the area of parental and familial influence, Golda Meir did not receive encouragement or guidance from her parents in the areas of education, politics, or leadership. Her father, although a skilled craftsman, aspired only to support his family and to provide a secure environment. He immigrated to the United States without the family at the persistent prompting of his wife...the ambition was hers. Family unity and traditional roles were not as important as security and a better quality of life. Alone, after her husband's departure to the United States, Golda's mother became the self-supporter for the entire family. Once the family was reconstituted in Milwaukee, it was Golda's mother who immediately established a business and secured acceptable living accommodations. By example, she taught her daughters independence and work ethic. Neither parent encouraged Golda to pursue higher education. Instead, both parents sought to keep her in a traditional role, as a wife and mother. As a result, conflict brewed in the Mabovitch home. This conflict was comparable to the discord that prompted Golda's older sister, Sheyna, to relocate from Milwaukee to Denver, where she was able to pursue her political activism. It is interesting that in crisis, the Mabovitch family became more cohesive; once the crisis was resolved, they fragmented. In any case, it was Sheyna who encouraged Golda's pursuit of political activities and leadership roles, beginning when Golda was a small child in Russia, blossoming when she was in elementary school in Milwaukee...activism which matured when she joined Sheyna, at age fifteen, in Denver.

Probably the greatest influence provided by the Mabovitch family was their strong sense of Jewishness, which was the catalyst for their immigration to the United States. It was Golda's Jewish identity that provided the basis for her political pursuits as an adolescent and later as an adult. Since it was her parents and sister, Sheyna, who were extremely instrumental in the manifestation of Golda's

heart-felt religious convictions; it is assumed that they indirectly influenced her decision to pursue a political career based on those convictions. However, parental and familial relationships were consistently in conflict at best, and do not mirror the propinquity reflected in the Roberts and Nehru domestic units.

In the area of parental influence, it is unmistakable that Indira Gandhi and Margaret Thatcher were groomed to lead, while being thoroughly indoctrinated on politics. In both case studies, there was a close liaison between one or both parents and the strategic leaders studied. However, in the Nehru family, politics was far more important than family unity. Sacrifice for one's beliefs dominated Indira's childhood, beginning with the burning of her personal possessions at the early age of three years old and the witnessing of her father's and grandfather's conviction trials when she was only four years old. Both of her parents educated her through their examples, letters, and daily discussions on life, politics and religion. They brought her into their world, by engaging her in innumerable rituals of political activism, from fasting to show opposition, to leading the Monkey Brigade and supporting the liberation underground through clandestine activities. She matured at a very early age, because they treated her as a small adult by teaching her to be strong and self-reliant...and rewarding that behavior with affection and respect. As such, she learned to exist in an adult world of politics, diametrically divergent from the traditional surroundings for a child in any era.

Indira's grandfather, Motilal Nehru, was also very influential during her childhood. He, like Indira's father and mother, also taught her the importance of sacrifice for one's beliefs. He made constant sacrifices in the name of liberation, thereby, forfeiting his legal practice, Western possessions, money, estate, privacy, and most of all his personal freedom, in the name of liberation. Like his son and daughter-in-law, he was imprisoned for his involvement in the liberation movement. He was extremely close to his first grandchild and demonstrated genuine concern for her education and environmental security. His death was a deep emotional upset to Indira, who was extremely attached to her grandfather. Mahatma Gandhi also influenced Indira, although she credits him with mentoring her father, who in-turn, mentored her.

While her grandfather was close to Indira and her mother, her paternal grandmother and aunts were unmerciful to Kamala. This treatment had a significant impact on Indira and her decision not to be hurt; thereby, creating an emotional isolationism, as a defense mechanism. Eventually, as she matured, she began to protect her mother from the vicious attacks of the Nehru family's womankind. Although this interaction could not possibly be construed as a positive influence in the development of Indira as a strategic leader, she learned as a juvenile to be intolerant of inappropriate or value-conflicted behavior. She also became skilled at defending what she valued or considered important...in this particular case, it was the love and respect for her mother.

Similarly to Indira Gandhi, Margaret Thatcher was also groomed to lead by her father and thrived in the world of politics. Margaret was her father's protegee, learning the value of self-study, perseverance and leadership. They were incredibly close. She shadowed her father, just as she shadowed the senior

members of British Parliament, after she was elected as the youngest woman in the House of Commons. Her father, like Indira's parents, regarded Margaret as a mature being, with high expectations that she would value hard work, sacrifice, and ethics and, that she would actively engage in political activities. He exposed her to every element of his political domain, enabling her to live his dream. Like Indira, Margaret was isolated from her contemporaries and she rapidly matured to where she could no longer relate to them. Her father was her world and she pivoted to meet his every expectation and eventually, she credited him with her success, as reflected in her statement as the newly elected Prime Minister, "I just owe everything to my father, I really do." The importance of this pronouncement is further underscored by the fact that her father died almost a decade before her election...and yet she still attributed her achievements to him.

As much as she attributed her success to her father, Margaret practically ignored her mother's contribution to her development. Her quote referenced earlier in this analysis regarding her lack of commonality with her mother after age fifteen illustrates the distance in their relationship and her minute regard for her mother's contributions as a parental figure. In the autobiographies and biographies reviewed, there is little evidence that her mother even existed. In the Kelly and Boutilier comparative study of political women, The Making of Political Women, the authors attribute this lack of recognition to Beatrice Roberts' personality, which was one of privacy and tradition. However, after reading Margaret Thatcher's autobiography, this researcher considers the omission intentional. Simply stated, Margaret did not consider her mother's contributions to her achievements as the least bit relevant. Additionally, it appears that her older sister, Muriel, also had little in common with Margaret. Muriel's departure from the home only enhanced Margaret's connectivity with her father.

It appears in all three case studies that parental relationships significantly influenced these leaders' decisions to pursue careers in politics, and in leadership positions. In the case of Golda Meir, her childhood mentor was her mother, who provided a concrete example of independent and nontraditional behavior, although she did not advocate political activism. Without her tremendous strength, drive and leadership, the Mabovitch family may never had immigrated to the United States; the same sort of resolve displayed by Golda when she journeyed to Palestine. The parents of Indira Gandhi equally contributed to her development as a strategic leader; they were her principal mentors, although her grandfather, Motilal Nehru and Mahatma Gandhi were somewhat influential. Her parents' lives were totally consumed by the National Congress, and political leadership became Indira's legacy. Margaret Thatcher shadowed her father; she was his student and protégé and she attributed her successes to him, exclusively.

### VALUES INFLUENCING MEIR, GANDHI AND THATCHER

In all three case studies, it was readily apparent that those values learned during childhood had a lasting impact on the strategic leaders studied. All three leaders learned to value personal sacrifice, work ethic, religion, education, and autonomy while small children. Personal sacrifice was a frequent theme among the three strategic leaders studied. Golda Meir's family unity was dissolved when her father

immigrated to the United States in search of religious, financial and physical security for the family. Her mother worked diligently to support the family in his absence, filling an untraditional role in a volatile period of Russian history. Although Indira Gandhi was born to affluence, her parents and grandfather provided her an early orientation on sacrifice of personal comforts and family unity for one's beliefs. Further, her father abandoned his wife and child in the interest of politics and India's liberation, clearly indicating his priorities. Throughout Indira's entire childhood, her family endured frequent imprisonment in the name of liberation. Even Margaret Thatcher, born to a middle-class, working family, practiced sacrifice at an early age. In her efforts to emulate her father, and meet his expectations, she sacrificed childhood social relationships and recreation. Life was a succession of serious study, religious reflection and work. This same sacrifice could be seen in her family's devotion to public service and charitable activities...she learned there is a price for anything worth having. Ultimately, she paid this price as Prime Minister, when she refused to subjugate her beliefs and stepped down from her post.

Profound work ethic was also noted throughout the studied leaders' childhood and adult lives. Their parents worked hard to support their family and causes. Dedication to strong religious convictions was also a common thread for all three strategic leaders studied. In the case of Golda Meir, she experienced religious persecution as a young child. Consequently, her parents relocated their family in an effort to ensure their children religious freedom. Further, her political activism was centered on her strong religious convictions. Indira Gandhi learned the Hindu practices from her mother, who was a devout Hindu. Both parents taught her tolerance for religious differences, just as they taught her to resist subjugation and repression by the British. Last, Margaret Thatcher was raised in a very religious home, where her family's social activities revolved exclusively around the Methodist church. Although it does not appear that her religious convictions played a significant role in her political career, those childhood religious experiences provided her with uncompromising values and ethics. In summary, it appears that religion significantly influenced the development of all three leaders studied.

All three strategic leaders studied learned the importance of education at an early age; however, at varying degrees. Golda Meir excelled in school despite having to learn English. She valued higher education, striving to acquire an advanced degree despite her parents' contretemps. However, her political aspirations took precedence over her educational aspirations. Two factors should be noted. First, her family did not value an advanced education, seeking a traditional marriage for Golda. Secondly, Golda was born a generation before Indira Gandhi and Margaret Thatcher, when formal education, especially for women, was not a norm. In the case of Indira Gandhi, she respected the value of advanced education and was better educated than most Indians of her gender and generation; however, her despondency created by her mother's death, and her personal illness, resulted in her academic failure and withdrawal from Oxford. Margaret Thatcher acquired her degree in Chemistry from Oxford, selecting a non-traditional field of study for women, after overcoming entry requirement restrictions. Later, she acquired a degree in law.

What is consistent regarding the value of education is that not only did all three strategic leaders value education, they were remarkable self-studies. Golda quickly overcame a language barrier and was at the top of her class within two years of immigrating to the United States. Indira was a gifted student, whose educational roller coaster included innumerable schools, in country and abroad, in addition to tutors—there was virtually no consistency in her formal education, yet she excelled. Last, Margaret was taught by the self-study master, her father, who had virtually no formal education. He honed Margaret's self-study skills through intense library research and home study. Although Gandhi and Meir never finished college, it is obvious that all three leaders valued education.

Autonomy and independent thought are common characteristics encouraged or role-modeled for all three strategic leaders studied. In the case of Golda Meir, she saw her mother as an independent and strong woman, many times filling the non-traditional role as the family's financial stalwart. Golda adopted her mother's persona as she led other young children in an organized endeavor to acquire funding for textbooks for disadvantaged children—somewhat precocious behavior for a ten year old child, especially considering that she had only immigrated from Russia two years prior. This same leadership and drive are evident throughout her later political career. Indira Gandhi was encouraged by her parents to be independent; they rewarded this trait with love and respect. With her parents' frequent incarcerations, Indira had to develop strong autonomous behavior, because she could not rely on her parents—there was no continuity in her home or family life. Margaret Thatcher was her father's pupil and he encouraged her to develop independent thought and autonomy—instructing her to always do the right thing, without regard for other opinion. Her entire political career reflects innumerable instances when Margaret chose what she perceived as the right for the United Kingdom and its people, at the expense of political popularity. <sup>148</sup>

It is evident that Meir, Gandhi and Thatcher shared common values regarding personal sacrifice, work ethic, religion, education, and autonomy, although they were reared in different cultures, and even in the case of Golda Meir, a different era. In all three cases, the parents taught them similar values through instructional learning or role-modeled behavior. These values provided a firm foundation for their performance as strategic leaders. Each leader possessed a strong personal commitment to her people and country, each willing to accept countless personal sacrifices. Additionally, they possessed a passionate work ethic and drive in which to execute their commitments. Each leader recognized the importance of being educated on all matters pertaining to their control and each possessed superb self-study skills to enable them to rapidly master complex issues. Their strong religious orientations and convictions provided them with a greater morale obligation...they focused on doing what was right versus societal acceptance. Last, they were independent women, who learned autonomy and self-reliance as young children...characteristics enabling them to survive and thrive in a predominantly man's world.

#### **ECONOMIC STATUS COMPARISON**

Since economic status affects the parents' ability to provide for their children and impacts educational and resource opportunities, it is important to consider this area as an external factor

potentially affecting psychosocial development. Golda Meir was born into an economically deprived family; deprivation was directly aligned with religious beliefs. Golda was raised in an environment where her parents were totally reliant on the mercy of the affluent, mostly gentile customers who hired their services. Her first eight years of life were spent in poverty; only when her family immigrated to the United States were they able to break through the financial dead bolt created by virtue of their religious affiliation. Indira Gandhi, although born to opulence, learned of deprivation when her family cast off their Western possessions and began to live a traditional Indian lifestyle. Although much of her family's finances supported the National Congress liberation movement, her family was far from financially deprived. 149 Margaret Thatcher was born to a middle-class working family, where she learned the value of money early in life. Her parents were thrifty and conservative people, who were never frivolous with their finances. Although unspoiled, and understanding the value of money, Margaret's parents were able to support her pursuit for higher education. All three parent sets were dedicated to supporting their families, with variations in financial stability. None of the strategic leaders were significantly deprived of any opportunities, because their parents generally ensured that they were well provided for. However, in all three cases, there was some financial struggle, which created a general awareness of the value of money for all of the strategic leaders.

#### **ENVIRONMENTAL STABILITY**

All three strategic leaders encountered a degree of instability in their childhood home life. As a small child, Golda Meir lived in fear of the Cossacks destroying her family home and massacring her family and fellow Jews. Financial and physical securities were unknown, as the Czar's henchmen aggressively persecuted the Jews. Consequently, Golda's father immigrated to the United States in an attempt to establish a better life for his family—the Mabovitch family unity was shattered. Three years later, when Golda was eight years old, her entire non-English speaking family immigrated to the United States…an unknown country with no in-place support system.

Similarly, Indira Gandhi also grew up in a chaos-chaos generated by the Indian liberation movement. Lifestyle changes, fasting, family separation and incarcerations were only some of the destabilizing factors Indira experienced by the time she was five years old. There were constant interruptions in her schooling, prompted either by the family's aversion to the British education system or her mother's change of venue for medical treatment abroad. Indira did not know on a daily basis where she would live and who would be providing parental care. Adding to the chaos was the Nehru family's contempt for Indira's mother and a constant influx of National Congress supporters taking refuge in their home.

Margaret Thatcher had a more stable childhood than Meir and Gandhi. There was very little variance in income, accommodations, family membership, schools, religious or political activities. Probably the most traumatic event in her childhood was the onset of World War II, when the air raids targeted the weapons industry in her hometown of Grantham. The war, along with the addition of a

Jewish refugee in the Roberts' home, created change in Margaret's otherwise secure life. These experiences enhanced her insight and perspective as a strategic leader.

The environmental instability in the lives of Meir and Gandhi also greatly influenced their development as strategic leaders. Meir remembered the suffering of Jewish children under the Cossacks' reign of terror saying she was determined to save Jewish children from similar experiences. Her nightmares became the impetus for her political pursuits. Gandhi was equally affected, although in a very different way. Her childhood experiences led to insecurity and shyness. However, she suppressed her insecurities under the tutelage of her political active parents, who rewarded her independence with affection. Although there was considerably more stability in the home life of Margaret Thatcher, she was sensitized by her war experiences. Although each of case studies presented reflects varying levels of childhood instability, their experiences were instrumental in developing their priorities and political conscientiousness.

#### CHILDHOOD EMPLOYMENT

Childhood employment as it lends itself to learning mature and responsible behavior and developing life skills was also considered in this study. Two of the studied strategic leaders were employed in the family business–Golda Meir and Margaret Thatcher. Both sought other employment as they grew into adolescence. Although the biographies of Indira Gandhi do not reflect childhood employment, she was actively involved in the liberation cause in efforts like the Monkey Brigade and serving as a nurse when her family home was converted into an infirmary. The childhood work experience for all three strategists defined the principles of work ethic and responsibility. Further, all three women learned as children or young adolescents the pride of goal accomplishment–lessons, which could only have enhanced their maturity as strategic leaders.

### CULTURE AS IT AFFECTED THE DEVELOPMENT OF MEIR, GANDHI AND THATCHER

Culture can affect the availability of personal growth opportunities. In the three case studies, these women were born in 1898 (Meir), 1917 (Gandhi) and 1925 (Thatcher). For each of these women, there were gender-related cultural obstacles inhibiting their growth as strategic leader—obstacles they overcame. First, the parents of Golda Meir did not believe that their daughter should pursue a high school education because it would make her unmarriageable. Marriage was culturally acceptable; whereas, impoverished, immigrant young women generally did not pursue a high school education. Their plan was for Golda to marry a thirty-year-old businessman when she was only fourteen years old. She ran away to protect her right to this education; she resisted the limitations her parents and the culture of the early 1900s attempted to infringe upon her. Consistently throughout her childhood and later in life, she fought against cultural norms to pursue her goals.

Gandhi's family supported her independence, education and pursuit of political activity, because that behavior was a norm within the family unit. However, Indian society frowned upon her wear of male apparel and unorthodox behavior for a young woman born of status. The fact that India was in the midst

of political upheaval and liberation from Great Britain probably increased the acceptability of her behavior. When she chose to marry someone for love without regard of caste and religious differences, her father was tempted to intercede. However, Mahatma Gandhi stood by her decision to marry Feroze Gandhi, an action that took much courage, due to the unconventional social aspects of an out-of-caste marriage. Interestingly, she made this decision with the full intention that marriage would never interfere with her political activities.

Even Margaret Thatcher, born of a conservative middle-class British family, chose a non-traditional academic major in college, Research Chemistry, because it increased her employment opportunities. She fought against the cultural norms of the post-World War II era, which placed women back in the home as wives and mothers. It is apparent that in all three case studies, these leaders fought against cultural norms to achieve their goals. This reluctance to accept cultural norms strengthened their fortitude, rather than inhibited their development as strategic leaders. Although societal culture did not encourage their development as leaders, it did not prevent them from succeeding. In essence, culture strengthened their resolve.

# SOCIAL RELATIONSHIPS AS THEY AFFECT THE STRATEGIC LEADER'S DEVELOPMENT

When analyzing the three strategic leaders, the social aspect of their development was considered. It was found that two of the three strategic leaders were practically social recluses during their childhood and adolescence-Gandhi and Thatcher. Gandhi was typically shy and because of her parents' unorthodox home life and the constant uprooting during her childhood, her formal education, where she might build relationships with other children her own age, was constantly interrupted. This, coupled with her parents' propensity to treat her like a small adult, stole her childhood and opportunity to mature as a social being.

Similarly, Thatcher was her father's protegee and she spent the majority of her free time in research and self-study. Her classmates considered her self-important due to her serious nature. Since her father discouraged Margaret from socializing outside of church-connected activities, she had few friends and she did not participate in child-like play. Recreation for Margaret was a trip to the library to conduct research for her father...life was serious, as was Margaret. It was not until college that Margaret made a concerted effort to enhance her sociability; however, even then it was a struggle. Probably the greatest impact on these two women as they matured into strategic leaders was the difficulty they experienced in developing close ties with other political leaders.

Golda Meir was a precocious and social child, who developed long-lasting intimate friendships. Soon after immigrating to the United States she mastered English and ascended to the top of the class as a leader and an academic. As a very social and public person, she became an effective and charismatic speaker and persuasive advocate at a young age by organizing the American Young Sisters' Society to obtain financing for textbooks for needy children. She was a confident adolescent when she took her flight from Milwaukee to Denver after arguing incessantly with her parents about her resistance to an early marriage, her desire for continued education, and pronounced radicalism. While in Denver, her

sister attempted to curtail Golda's social activities, which had attracted many young suitors. Eventually, this discord led to her striking out on her own, even though she was just a young teenager.

Years later, as a strategic leader, Golda Meir, was renown for her astute ability to engage in friendly diplomacy. This resulted in close relationships with many of the parliamentarians. She managed to use those relationships to her advantage, when she needed to obtain support or consensus. Further, as Israel's Prime Minister, she expanded the pattern of informal consultation and decision making, by inviting select groups of cabinet members, political allies and trusted advisers to meet informally in her home to resolve issues before formal cabinet meetings. Although Golda Meir was strong and non-compromising, her personal attributes, and ability to build coalitions and consensus shaped her career.

Although inconclusive and outside the scope of this research, there may be a correlation between childhood socialization and how these strategic leaders later interfaced with people...in particular, their peers or rivals. Both Gandhi and Thatcher experienced frequent conflict during their tenures as Prime Minister...each reacted differently; however, it is noted that they tended to alienate dissenters. Gandhi used divide and conquers tactics to run Congress, resulting in polarized politics. When in conflict with her ministers, she removed them from their positions. Additionally, when she became convinced that her leadership was being challenged, she took action to impose a Proclamation of Emergency, to transform the political process from a democracy to a dictatorship; thereby, arresting opposition leaders and Congress dissidents and imposing press censorship. Unfortunately, she tended to interpret policy failures and political opposition in terms of conspiracy against her.

Thatcher also had a very aggressive strategic leadership style. When she became the Prime Minister, collegial decision making was soon discarded, replaced with prime ministerial rule. She adopted a bullying style of managing her cabinet and quickly replaced members of questionable loyalty or obedience. Cabinet meetings were battlegrounds, with Thatcher controlling her cabinet through fear and intimidation. She became an outsider in her own cabinet because of her intimidation tactics. As such, she began to personalize everything and view the cabinet meetings as competitions to be won. Her strength of character and iron will dominated her prime ministership. Her famous quotation that "this lady is not for turning" is indicative of her inflexibility.

To summarize the impact on childhood socialization, it appears that Gandhi and Thatcher, both who experienced less socialization as children, struggled with building consensus within their own political systems during their careers. Whereas in the case of Golda Meir, who was known for her ability to engage in friendly diplomacy, there appears to have been less frequent conflict with other Israeli political figures. During her extensive career, she nurtured close relationships with many other politicians. She used those relationships to her advantage, when she needed to obtain additional support or consensus...a different tactic than used by Gandhi and Thatcher, who removed those who questioned their position. Further, as Israel's Prime Minister, Golda used informal consultations and decision making to resolve issues before formal cabinet meetings; thereby, using a more sociable approach to gaining

consensus. Although Golda Meir was strong and non-compromising, her personal social attributes, and ability to build coalitions and consensus shaped her career...lessons one might learn as a child in play.

### CHILDHOOD ROLE MODELS AND MENTORS

In all three case studies, there were role models or mentors who significantly influenced the development of these women as strategic leaders. Two of these leaders, Gandhi and Thatcher, were greatly influenced by a parental figure(s). As previously mentioned, Gandhi attributes many of her achievements to her father and mother, who immersed her in political activities as a small child. Both parents taught her to be strong, self-reliant and autonomous and they rewarded that behavior with love. They treated her like a miniature adult, capable of grasping all of life's travesties, most importantly to include personal sacrifice for a higher cause. She proclaimed that her parents infused her with courage. By the time she was an adult, the line between her personal and public life was a blur because she was indoctrinated that India, not Indira, was most important.

Margaret Thatcher was molded as if clay by her father, Alfred Roberts, who she later credits with her election as Prime Minister. She was his protegee, who he introduced to the world of public service and self-study. Her father taught her values, to include the importance of self-sacrifice, work ethic, religion, education, and autonomy. As a role model, he demonstrated hard work, ethics, religious observance and charity. As a mentor, he encouraged her to shadow him at political venues; she even represented him when he could not attend. His motto was to do the right thing and to never follow the crowd-lessons Margaret observed throughout her political career as she topped the ladder as Great Britain's first female and longest standing Prime Minister. There is no question that Alfred Roberts was the greatest influence in his daughter's life.

Golda Meir's childhood political mentor was her older sister, Sheyna; however, she learned much from her mother, Blume. Sheyna first introduced her to political discussions when the Mabovitch family resided in Russia. When they immigrated to the United States, she continued to follow Sheyna as she persisted in political activism. However, she learned values and survival skills from her mother, a hardworking immigrant, who role-modeled superb organizational skills, independence, a strong desire to obtain financial and physical security along with an occasional disregard for traditional cultural roles. Her mother, who was determined to make a better life for her daughters, was willing to sacrifice family unity and take incredible risks to attain her goals. Golda followed her mother's lead from the time she was a small child organizing fundraisers. She was strong-minded just like her mother and willing to 'pull up stakes' if necessary in an effort to obtain what she valued. As an adolescent she relocated from Milwaukee to Denver so she could pursue her education. Later, when she was a young woman of twenty-two, she left the security of the United States for Palestine, to pursue her dream of an independent homeland for the Jews.

It is apparent that all three studied strategists had extraordinary childhood role models or mentors, who provided a firm foundation for their performance as leaders. Both Thatcher and Gandhi grew up in homes where parents provided more than just parental guidance. Their dynamic engagement in the

development of their daughters' lives was an edification process...they were more than protectors and caretakers, for they provided them intellectual, moral, and spiritual enlightenment to help them evolve as independent, self-reliant and strong-minded individuals, who were not bound by the traditions of the times. Although a very successful strategic leader, Golda Meir did not receive the same level of 'tutelage' as other studied leaders. However, she learned many critical life skills from her mother, a woman born to a very traditional culture, who role-modeled untraditional behavior during an era of crises and deprivation for the Russian Jews.

#### FORMATIVE YEARS POLITICAL EXPERIENCES

It is assumed that political experience as a child may affect the pursuit of political leadership positions as an adult. All studied leaders were exposed to some level of politics at an early age. Golda Meir watched her sister Sheyna in the kitchen of their Russian hovel advocate an overthrow of the Czar. Additionally, her parents migrated from Russia to the Unites States for what could be construed as politically related reasons, that is the repression they experienced as Jews. By age ten, she was already leading other young children in the crusade to generate funds for textbooks for underprivileged children. She continued to follow her older sister's example when she became actively involved in a Labor Zionist organization while an adolescent. Both Thatcher and Gandhi were raised in political families, where one or both parents were leaders of a political element or became elected public officials. In both cases, these parents actively involved their daughters in their political endeavors. As children, Thatcher and Gandhi watched as their parents generated support for their causes and led their constituents. Meir, Gandhi and Thatcher all credit these childhood experiences as having a lasting impact of their pursuit of a leadership role in politics.

#### SIGNIFICANT CHILDHOOD EVENTS

In researching the psychosocial development of these three leaders, it became readily apparent that all three leaders shared a common childhood experience, that of significant crisis. Meir was born in a volatile country where Jews were publicly persecuted. Her family lived in constant physical threat and financial insecurity. Violence was a way of life and Golda grew up with vivid memories of the Cossack patrols raiding the Jewish neighborhoods. The screams from the police station of incarcerated youth echoed the neighborhood...and later echoed in her reminiscences. These tragic memories served as the impetus for her political pursuits. She promised herself that she would never allow young Jewish children to suffer as she did.

Indira Gandhi's childhood was also one of great insecurity. At age four she watched as family members were tried and sentenced to prison. There was no continuity in her home because her grandfather, father and mother were occupied with the liberation movement. She never knew who would be home, or where home might be. The police pillaged their home, thereby seize their possessions as bounty for their trial convictions. The National Congress liberation movement dominated every aspect of their lives...there was no private life, only the liberation movement. As an adult, her personal insecurities

and indistinguishable line between her public and private lives were predominant themes throughout her public service career.

Although Margaret Thatcher had a stable home life as a child, there were three events that influenced her as a strategic leader. First, during her adolescence, World War II erupted. This resulted in Grantham, her hometown, which had significant weapons industry, being bombed by the Nazis; thereby, shattering her safe and secure world. World War II also brought Edith, a young Austrian Jew, into the Roberts' home. From Edith she learned the terrors of Nazi occupation and the plight of the Jews and was determined to shield them during the rest of her lifetime. Last, her entire childhood was a saturated with exposure to destitute people. The Roberts were a very charitable family who routinely supported those in need through a variety of means, exposing both daughters to poverty and the effects of an unstable economy. These experiences appear to have affected Margaret's unyielding desire to 'upright' the economy of Great Britain and to promote a burgeoning middle class.

## COMMONALITY AMONG FEMALE STRATEGIC LEADERS-THE CONCLUSION

A close analysis of the psychosocial development of female strategic leaders facilitated a tremendous opportunity to identify commonalties, which if replicated, may offer future potential to increase the number of female strategic leaders. There were several common psychosocial factors identified in this analysis of these three case studies. It is unrealistic to expect that the duplication of all of these common factors is possible or even desirable; however, this research does identify patterns in development, that provide additional insight into the manifestation of strategic leadership traits in women. From this study, a number of commonalties appear to be noteworthy.

The first glaring factor identified was that all three studied leaders did not have male siblings. This is significant because resources, in the areas of familial attention, mentoring, education, leadership opportunities, freedom of expression, finances, employment, and formative years' political experiences, may have been redirected to a 'brother' especially considering the timeframes and cultures into which these strategic leaders were born-environments which favored male children. As such, if a 'brother' had existed, the female would have had less opportunity to grow as a strategic leader. In the case of Meir and Thatcher, who had older female siblings, the female siblings had virtually no impact on the psychosocial development of their younger sisters.

However, in all three case studies, parental relationships significantly affected their development as leaders. Golda Meir learned from her mother who was independent and strong-willed, capable of supporting three young children in a volatile and life-threatening Russia. In the case of Indira Gandhi, her life revolved around her parent's influence and political activism. Similarly, in the case of Margaret Thatcher, her father, Alfred Roberts, almost exclusively influenced her development. She actualized her father's dreams when she launched into a successful political career after years of his political tutorshipshe later credited him with her successes. Parental influence in all three cases was instrumental to the psychosocial development and leadership success.

In each case study, all three leaders were provided solid value systems, which emphasized personal sacrifice, hard work, religious convictions, education and self-reliance. Through instruction and example, all three leaders developed a clear set of values and priorities, as they entered into public service. This firm foundation became their strength, as they progressed in their political careers, because they had clear vision and a strong sense of rightness.

In the area of economic status, there appears to be no real correlation, since all three leaders experienced varying levels of economic security. However, in all case studies, there was some degree of self-sacrifice, which toughened these leaders early in life. Golda Meir knew severe poverty as a young child in Russia, before immigrating to the United States. She learned quickly the connection between hard work, personal sacrifice and achievement. Indira Gandhi, although born to an affluent lifestyle, chose to sacrifice the Western ways and assume a less ostentatious lifestyle in the name of liberation. Margaret Thatcher, born to a hard-working lower middle class family, never knew personal poverty or affluence. However, her parents taught her the lessons of charity, and as a youth, she developed a vision of a burgeoning middle class, where people had job security.

Another area of comparison in this study was environmental stability. Both Golda Meir and Indira Gandhi knew what it was like to be fearful as children. Both grew up in terrorizing times, when physical security was often threatened and there was little predictability in their lives. Golda fearfully watched as the Cossacks raided the Jewish settlements and her father left her mother and three children for the United States. Indira observed her family as they were condemned to prison and their home was pillaged. There was no predictability in her life, in terms of family presence, education or even domicile. There was far more environmental stability for Margaret Thatcher, who thrived in a secure home. However, World War II showed her that security and safety were fragile and that mankind could be unmerciful in the name of religious persecution; she was sensitized by her war experiences. All three leaders reflected on these childhood events as adults, and were determined as strategic leaders to make a difference in their countries. Although these case studies present varying levels of childhood instability, their experiences were instrumental in developing their priorities and political conscience.

Only two of the three leaders engaged in childhood employment, where they learned the principles of work ethic and responsibility. However, all three women learned as children or young adolescents the pride of goal accomplishment—lessons, which would have enhanced their maturity as strategic leaders. Both Golda Meir and Margaret Thatcher worked in the family grocery store as young girls in elementary school. Although Indira Gandhi did not work, she became actively involved in her parents' political activities while a young child. Since childhood employment promotes mature and responsible behavior and the development of life skills, it is assumed that these leaders benefited from these experiences.

The timeframe in which all three leaders developed was conservative in nature and women did not have the same educational, financial, or employment opportunities as men. Nonetheless, all three leaders managed to overcome the cultural obstacle of discrimination. Golda Meir fought her parents for an education versus a marriage to a man twice her age. Indira Gandhi managed to overcome cultural

expectations, which would have made her a homemaker, by following the example set by her mother, who was untraditional and progressive. Margaret Thatcher actualized her father's dreams while pursuing a political career in an era when women were homemakers, not strategic leaders. These barriers served to strengthen their resolve. However, although it is outside the scope of this study, it is important to establish that all three leaders came to power in times of political or social distress. In the case of Golda Meir, she assumed prime ministership, when Israel was a relatively new state, still in chaos, only after its sitting Prime Minister died in office. Similarly, Indira Gandhi took the reigns of prime ministership, shortly after India obtained its independence from Great Britain, following a war with Pakistan and again, after the Prime Minister died in office. Margaret Thatcher assumed her position when Great Britain was suffering from 'British disease,' that is insufficient productivity, minimal geographic and social mobility, inadequate investment in manufacturing, volatile industrial relationships and a diminishing slice of the world economy.

All three leaders were fortunate to have strong mentors or role models. Golda Meir emulated her mother, as a strong woman who dominated family matters. Her sister, Sheyna, introduced her to politics when she was just in grade school...she continued to follow her sister's lead until she was a young teenager and she established her own identity as a political activist. Indira Gandhi was born into a political family—she watched, as her parent's developed to be important leaders in her country. They influenced every psychosocial compartment of her life, by instruction and example. Margaret Thatcher was her father's protegee and he controlled every aspect of her development through self-study, education and example. Without these role models or mentors, these women most likely would not have achieved their status as strategic leaders.

Exposure to politics during the formative years was also a common factor among the leaders studied. Golda Meir's sister, Sheyna, first exposed her to politics while she was just in grade school. As an adolescent, Golda became a member of the Poale Zion, a small but prominent party of Labor Zionists. Indira Gandhi was born into a family consumed by politics, beginning when she was a young toddler burning her Western clothes and doll in support of the National Congress movement. The Nehru family's entire lives revolved around political activities, whether it was her father leading political rallies or her mother making salt in public. Additionally, when their home became the Headquarters for the National Congress, she was constantly exposed to political discussions. Indira watched as her parents progressed as leaders in the liberation movement and she took command of the Monkey Brigade, and performed as a nurse for victims of British aggression. Margaret Thatcher was also exposed to politics during her formative years. She frequently shadowed her father, an elected councilman and mayor, who involved Margaret in all aspects of his political duties. At age ten, she was an Election Day volunteer ensuring non-voters were contacted and encouraged to submit their ballots. Politics and public servant obligations dominated a large segment of her childhood. Although childhood exposure to political activities does not assure adult political activity, it does increase comfort and familiarity with politics. In

the three case studies, these women accepted political activity, and its consequential leadership commitments, as a norm, even for a woman.

All three leaders experienced significant events within their childhood that had life-long impact on their priorities and decision to pursue a political career. Golda Meir relived her memories of the Cossack raids and the religious persecution she suffered as a young Jewish girl in Russia-she could never forget her father nailing planks against the windows of their home or the screams of young Jews being beaten. She vowed that she would do everything she could to ensure Jewish children in the future would not suffer, as she had. Indira Gandi also experienced several significant emotional events in her childhood. Her family was frequently imprisoned, their home was routinely ransacked, and she watched as her mother suffered with tuberculosis. The constant change in schools and living arrangements added to her suffering, and she grew to be a very serious and anxious child. Eventually, she became strong and self-reliant, determined to assume responsibility for India's future, just like her father before her.

Based on the study's finding, it appears that the most optimum environment for the development of the female strategic leader is one where there are adequate resources to optimize her opportunities. Additionally, it should be an environment where there are family members, with solid value systems, who are active in political and leadership activities that can serve as mentors and role models. These mentors should encourage the development of leadership skills early in childhood. These leaders managed to overcome cultural barriers, primarily because political activism and untraditional behavior for women were acceptable norms during their childhood. It is possible to duplicate circumstances where young girls are raised outside cultural norms; however, it is unrealistic to duplicate the chaotic, stressful environment, which shaped these three leaders. Although in the last few decades there has been great progress in the 'liberation' of women, there are still barriers, which must be overcome. Lastly, it should be noted that these three strategic leaders broke these obstructions because there was political or social distress...their countries were ready for change...that change would be a woman.

WORD COUNT=14,735

## **ENDNOTES**

- <sup>1</sup> Olga S. Opfell, <u>Women as Prime Ministers and Presidents</u> (Jefferson, NC: McFarland & Company, Inc., 1993), 33.
- <sup>2</sup> Michael A. Genovese, <u>Women as National Leaders</u> (Newbury Park, CA: Sage Publications, 1993), 136.
  - <sup>3</sup> Ibid.
- <sup>4</sup> Rita M. Kelly and Mary Boutilier, <u>The Making of Political Women</u> (Chicago: Nelson-Hall, Inc., 1978), 225-226.
  - <sup>5</sup> Opfell, 33.
  - <sup>6</sup> Marie Syrkin, Golda Meir: Woman With a Cause (New York: G.P. Putnam's Sons, 1963), 14.
  - <sup>7</sup> Ibid., 16.
  - <sup>8</sup> Genovese, 136.
  - <sup>9</sup> Syrkin, 15.
  - <sup>10</sup> Ibid., 17.
  - <sup>11</sup> Ibid., 15.
  - <sup>12</sup> Opfell, 34.
  - <sup>13</sup> Genovese, 139.
  - <sup>14</sup> Syrkin, 16.
  - <sup>15</sup> Ibid., 26.
  - <sup>16</sup> Genovese, 144.
  - <sup>17</sup> Golda Meir, My Life (New York: G.P. Putnam, 1975), 32.
  - <sup>18</sup> Syrkin, 27.
  - <sup>19</sup> Ibid., 23.
  - <sup>20</sup> Ibid., 26.
  - <sup>21</sup> Meir, 114-115.
  - <sup>22</sup> Srykin, 28-30.
  - <sup>23</sup> Opfell, 34.

- <sup>24</sup> Srykin, 32.
- <sup>25</sup> Ibid., 33.
- <sup>26</sup> Ibid., 32.
- <sup>27</sup> Ibid., 37.
- <sup>28</sup> Ibid., 44.
- <sup>29</sup> Ibid.
- <sup>30</sup> Ibid., 45.
- <sup>31</sup> Opfell, 36.
- <sup>32</sup> Ibid.
- <sup>33</sup> Srykin, 49.
- <sup>34</sup> Genovese, 138.
- <sup>35</sup> Ibid., 55.
- <sup>36</sup> Opfell, 14.
- <sup>37</sup> Ibid.
- <sup>38</sup> Genovese, 106.
- <sup>39</sup> Opfell, 14-15.
- <sup>40</sup> Inder Malhotra, <u>Indira Gandhi: A Personal and Political Biography</u> (Boston: Northeastern University Press, 1989), 35.
  - <sup>41</sup> Dom F. Moraes, Indira Gandhi (Boston: Little, Brown and Company, 1980), 41.
  - <sup>42</sup> Ibid.
- <sup>43</sup> Krishan Bhatia, <u>Indira: A Biography of Prime Minister Gandhi</u> (New York: Praeger Publishers, 1974), 43.
- <sup>44</sup> Nayantara Sahgal, <u>Indira Gandhi: Her Road to Power</u> (New York: Frederick Ungar Publishing Co.), 15.
  - <sup>45</sup> Moraes, 41.
  - <sup>46</sup> Mary C. Carras, <u>Indira Gandhi: In the Crucible of Leadership</u> (Boston: Beacon Press, 1979), 6.

- <sup>47</sup> Carras, 29.
- <sup>48</sup> Sahgal, 26.
- <sup>49</sup> Carras, 89.
- <sup>50</sup> Moraes, 54.
- <sup>51</sup> Kelly, 227.
- <sup>52</sup> Carras, 43.
- <sup>53</sup> Ibid.
- <sup>54</sup> Ibid., 28.
- <sup>55</sup> Kelly, 227-228.
- <sup>56</sup> Opfell, 14-15.
- <sup>57</sup> Moraes, 53.
- <sup>58</sup> Ibid.
- <sup>59</sup> lbid.
- <sup>60</sup> Carras, 47-48.
- <sup>61</sup> Ibid.
- <sup>62</sup> Ibid., 67.
- <sup>63</sup> Kelly, 226.
- <sup>64</sup> Ibid.
- <sup>65</sup> Moraes, 63.
- <sup>66</sup> Malhotra, 38.
- <sup>67</sup> Ibid.
- <sup>68</sup> Ibid., 39.
- <sup>69</sup> Carras, 30.
- <sup>70</sup> Ibid.
- <sup>71</sup> Ibid.

- <sup>72</sup> Malhotra, 37.
- <sup>73</sup> Carras, 7.
- <sup>74</sup> Genovese, 108.
- <sup>75</sup> Carras, 69.
- <sup>76</sup> Ibid.
- <sup>77</sup> Ibid., 66.
- <sup>78</sup> Ibid,
- <sup>79</sup> Ibid., 69.
- <sup>80</sup> Ibid.
- <sup>81</sup> Ibid., 66.
- <sup>82</sup> Ibid., 67.
- <sup>83</sup> Kelly, 278.
- <sup>84</sup> Carras, 66.
- <sup>85</sup> Kelly, 126-127.
- <sup>86</sup> Malhotra, 39.
- <sup>87</sup> Carras, 70.
- <sup>88</sup> Ibid., 74.
- <sup>89</sup> Ibid., 78.
- 90 Malhotra, 39.
- <sup>91</sup> Bhatia, 43.
- <sup>92</sup> Ibid., 59.
- 93 Genovese, 107.
- <sup>94</sup> Ibid., 106.
- <sup>95</sup> Malhotra, 25-26.
- <sup>96</sup> Moraes, 25-26.

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<sup>97</sup> lbid., 46-47.
      <sup>98</sup> Malhotra, 38-39.
      <sup>99</sup> Ibid., 41.
      <sup>100</sup> Opfell, 68.
      <sup>101</sup>Anne Commire, <u>Historical World Leaders</u> (Detroit: Gale Research, Inc., 1994), 1245.
      <sup>102</sup> Commire, 1246.
      <sup>103</sup> Commire, 1246.
      <sup>104</sup> Kelly, 232.
      <sup>105</sup> Kenneth Harris, <u>Thatcher</u> (Boston: Little, Brown and Company, 1988), 42.
      <sup>106</sup> Genovese, 181.
      ^{107} Chris Ogden, <u>Maggie: An Intimate Portrait of a Woman in Power</u> (New York: Simon and
Schuster, 1990), 338.
      <sup>108</sup> Ibid.
      <sup>109</sup> Ibid.
      <sup>110</sup> Ibid.
      <sup>111</sup> Genovese, 182.
      <sup>112</sup> Commire, 1246.
     <sup>113</sup> Harris, 44.
     <sup>114</sup> Ibid.
      <sup>115</sup> Ibid., 43.
     <sup>116</sup> Ibid.
     <sup>117</sup> Ibid., 41.
     <sup>118</sup> Wendy Webster, Not a Man to Match Her (London: Women's Press, 1990), 3.
     <sup>119</sup> Harris, 44.
     <sup>120</sup> lbid.
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<sup>121</sup> Commire, 1246-1247. <sup>122</sup> Ibid. <sup>123</sup> Margaret Thatcher, <u>The Path to Power</u> (New York: Harper Collins, 1996), 1634. <sup>124</sup> Ibid., 126. <sup>125</sup> Harris, 41. <sup>126</sup> Ibid. <sup>127</sup> Opfell, 70. <sup>128</sup> Harris, 42. <sup>129</sup> Ibid., 45. <sup>130</sup> Opfell, 70. <sup>131</sup> Harris, 45. <sup>132</sup> Ibid. <sup>133</sup> Ibid. <sup>134</sup> Ibid., 46. 135 Ibid. <sup>136</sup> Genovese, 182. <sup>137</sup> Harris, 46. <sup>138</sup> Ibid. <sup>139</sup> Ibid., 46-47. <sup>140</sup> Opfell, 70. <sup>141</sup> Ibid.

<sup>142</sup> Harris, 48.

<sup>143</sup> Opfell, 70.

<sup>144</sup> Ogden, 152.

Although this paper focuses primarily on external factors affecting the development of the female strategic leaders, it is important to recognize that Margaret's basic personality and character traits had a tremendous influence on her childhood and, in the long term, her strategic leadership style. First, she was tough, determined and decisive. Her self-confidence, courage and strength of character that later earned her the nickname 'Iron Lady' from the Soviets during her time as Prime Minister were also characteristics which were evident during her youth. Whereas peers generally have significant influence over most children, Margaret had the inner-strength to follow her own instincts, without regard to prevailing opinion. Although she may have learned these survival skills from her father who encouraged her to make her own decisions, based on the "right thing" and "don't follow the crowd," her strength of character was apparent far-earlier than one would expect. Quotes are from Harris, 46.

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146 Ogden, 152.
147 Kelly, 232.
148 Genovese, 197-203.
149 Carras, 6.
150 Genovese, 151-152.
151 Ibid., 125.
152 Ibid., 124.
153 Ibid., 120-121.
154 Ibid., 114.
155 Ibid., 198-200.
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<sup>&</sup>lt;sup>156</sup> Juliet S. Thompson and Wayne C. Thompson, <u>Margaret Thatcher: Prime Minister Indomitable</u> (Boulder: Westview Press, 1994), xvi.

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